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ABSTRACT

The employment problems that urban youth face in the transition from school to work are many. The Boston Public School youth employment data and analyses presented in this report are taken from two surveys--one given to high schools students in the spring of 1982, and the second given to graduates of the Boston Public School Class of 1982, seven months after graduation. Findings show that Boston's in-school youth have a much higher employment rate and lower employment/population ratio than that of the nation and the Northeast. Boston student data, like national statistics, show a large gap between races. Unemployment rates differed as much as 60 percentage points among Boston's high schools; the most achievement oriented schools had the highest employment rates. Boston Public School 1982 graduates had a slightly lower unemployment rate than that of the nation, and the gap between races was less pronounced. Both surveys show that Blacks and Hispanics who were working--particularly Black females--found their jobs through school more often than did Whites. Data also show that one-half of graduate respondents had the same job they had while in high school. Numerous graphs and tables present data by race, school, employment, type of employer, length of job, source of job, and attitude toward work obstacles. (Author/GC)

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THE SCHOOL-TO-WORK TRANSITION OF INNER-CITY YOUTH: A CASE STUDY OF BOSTON

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ABSTRACT

THE SCHOOL-TO-WORK TRANSITION OF INNER-CITY YOUTH:

A CASE STUDY OF BOSTON

The employment problems that urban youth face in the transition from school-to-work are many. The Boston Public School youth employment data and analyses presented in this report are taken from two surveys, one given to high school students in the spring of 1982 and the second given to graduates of the Boston Public School Class of 1982 seven months after graduation. The findings show that Boston's in-school youth have a much higher unemployment rate and lower employment population ratio than that of the nation and the Northeast. Boston student data, like national statistics, show a large gap between races. Unemployment rates differed as much as 60 percentage points among Boston's high schools; the most achievement oriented schools had the highest employment rates. Boston Public School 1982 graduates had a slightly lower unemployment rate than that of the nation and the gap between races was less pronounced.

Both surveys show that blacks and Hispanics who were working found their jobs through school more often than whites, particularly black females. The data also show that one-half of graduate respondents had the same job they had while in high school. Numerous graphs and tables present data by race, school, unemployment, type of employer, length of job, source of job, and attitude toward work obstacles, etc.

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I. INTRODUCTION

For many American teenagers, the move from full-time school to full-time work does not come easy. For youth from poor inner-city neighborhoods, particularly minority, the transition is often non-existent. In 1982, one-quarter of high school graduates were unemployed. Of those not enrolled in college, three out of five blacks were jobless, compared with one out of five whites. In addition, over two-fifths of high school dropouts were unemployed.[1]

Teenage unemployment rates do not count the many young people, particularly blacks, who have left the labor force. The deterioration of labor force participation rates and employment/population ratios of black teens over the past few years has been extraordinarily severe. In 1983, three out of five white teenagers were in the labor force compared with less than two out of five blacks. In that same year, looking at the population as a whole, 45 percent of white teenagers were employed, compared with only 19 percent of blacks.[2]

The roots of unemployment are many. Young people often lack basic information about the local labor market--how and where one finds work. Many lack the basic skills and educational experiences that prepare them for work. Youth from poor homes lack the network of employed parents and relatives that ease the transition from school-to-work. And employers filling entry-level slots often fail to understand young people of high school age, particularly those who are poor.

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[1]Bureau of Labor Statistics, NEWS, U.S. Dept. of Labor, Washington, D.C., April 12, 1980.

[2] Sum, Andrew and Simpson, Paul Deteriorating Employment Position of America's Teenagers: Implications for National Youth Employment and Training Policies, Center for Labor Market Studies, Northeastern University 1983.

INTRODUCTION (continued)

The recent educational reports have brought much needed attention to the American high school and the issue of academic excellence. The concern, however, has overshadowed the needs of poor urban youth. The reality of inner-city schools is that jobs and learning must be linked. For many young people, schools must be a way to economic reward. They must see the payoff for going to school. For some, overaged and veterans of failure, the job is the carrot against dropping out.

The current discussion highlights the need to clarify the purpose of high school education. Balancing the needs of youth against the shrinking resources of schools is not easy. But that discussion must recognize the deteriorating employment realities of inner-city youth. In the end, how many attend school is equally as important as reading score percentiles.

In 1982, Boston recognized the failure of its schools to create the school-to-work bridge. Since that time, the Boston School Department, city government, business, universities, cultural and community organizations have organized a major effort known as the Boston Compact, to build the job-school connection. Through a written agreement with the school system, the business and university community have agreed to increase each year the number of graduates employed or enrolled in higher education, provided that young graduates meet entry-level qualifications.

Acting for the schools, School Superintendent Robert Spillane has agreed to measurable long-term performance objectives for the high schools and to hold himself, teachers, principals, and administrators publicly responsible for meeting the goal that by 1986 all graduates meet minimum competency standards in reading and math skills. The business leadership has committed themselves to priority hiring, agreeing to hire 400 June 1983 high school graduates in permanent jobs and to expand that number to 1,000 within an

additional two years. The consensus is that if students are being asked to meet new, rigorous standards, businesses have to show that the hard work will pay off.

Measuring and improving private sector employment of graduates requires baseline data and information on how the market works locally. In the past, no information has been collected on the employment status of young people, both those in school and recent graduates. As a result, two surveys were conducted in 1982 and 1983. The first, given in the spring of 1982, was an employment survey of Boston Public Schools 9-11th grade students. The second, a telephone survey, was a follow-up study on graduates of the Class of 1982, seven months after graduation. This paper describes the findings from these two studies and is a small first step toward understanding the problems Boston young people face in the school-to-work transition.

Secion I of this study presents a descriptive summary of the two surveys. Section II "Discussion" looks at the employment rates and employment patterns of Boston's students and graduates in comparison with those across the country. Section III describes each survey method. Section IV presents the results of each of the surveys.

I. EXECUTIVE SUMMARY

This report describes the youth employment status of Boston high school students and graduates in 1982, based on two surveys. The first surveyed students in grades 9-11,[3] age 16 and over, and findings are based on a respondent sample of 4,136 students (27 percent of the 9-11th grade school population). The second surveyed the Boston Public Schools' Class of 1982 seven months after graduation and findings are based on a respondent sample of approximately 10 percent of graduates. The major objective of both surveys was to establish baseline data and to understand the employment problems of Boston's young people.

PART A: 1982 BOSTON PUBLIC SCHOOL YOUTH EMPLOYMENT SURVEY

Employment Rates

- o Thirty-eight percent of students in the labor force[4] were employed part-time. Sixty-two percent were unemployed (not working, but looking).
- o White students had a much higher employment rate than minority students. The white employment rate at 55 percent was 26 percentage points higher than that of blacks (29 percent), and 24 points higher than that of Hispanics (31 percent).
- o Employment rates differed widely among high schools. Boston High, a work-study program, had the highest employment rate (68 percent). The three exam schools[5] had employment rates ranging from 40 percent to over 67 percent. In contrast, the employment rates of magnet schools[6] ranged from 29 percent to 40 percent. These rates were slightly higher than those of the district schools,[7] the majority of which fell between 20 percent and 30 percent.

[3] The 12th grade was omitted from the sample because their school year was unofficially over at the time the questionnaire was given.

[4] A definition of the labor force is given under Section IV. Methods, page 14.

[5] Examination Schools--enrollment determined by examination.

[6] Magnet Schools--enrollment open to all students in the city.

[7] District Schools--enrollment based on residence in district.

EXECUTIVE SUMMARY (continued)

Employment Patterns of Working Students

- Approximately one-third of the working students had been at their present jobs for more than one year. Two-fifths had held their jobs from 3 to 12 months, and the remaining one-quarter, less than three months.
- Eighty-two percent of working students were employed in the private sector; 18 percent in public or nonprofit agencies. Whites were more frequently employed in the private sector than blacks (89 percent and 74 percent respectively).
- Approximately one-third of the working students had two or more previous jobs, and one-third had one previous job. The remaining one-third of employed students had no work experience before their current job.
- Approximately three-quarters of the employed students found their present jobs through friends, relatives, or on their own. Schools provided help in finding only one-fifth of the jobs. However, Hispanics and blacks found their jobs through school more often than whites.

Student Attitudes About Work and Careers

- Students reported that their major problems in finding and keeping jobs were related to "trouble finding out about jobs," "knowing what I want to do," or "knowing what kind of work I can do." Only a small number saw poor basic skills, poor attendance, or lack of job hunting techniques as obstacles to finding work. Of the small fraction of students who identified their reading/writing skills as problems, over 50 percent had English as a second language.

PART B: Boston Public Schools Class of 1982: A Follow-up Survey

What Graduates Are Doing

- Over one-quarter of 1982 respondents are working, roughly one-half are going to school, and the remainder are looking for work, unable to work, in the military, or in special programs.[8]

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[8]Findings on the educational patterns of 1982 graduates are discussed in an earlier report: Boston Public Schools: Class of 1982, A Follow-Up Study, October 1983.

EXECUTIVE SUMMARY (continued)

Unemployment Rates

- The respondent unemployment rate in January of 1983 was 20 percent: blacks/Hispanics, 26 percent; whites, 17 percent; Asians, 0 percent.
- The unemployment rate varied considerably between exam school respondents (5 percent) and magnet/district respondents (24 percent).

Graduate Working Patterns

- Over two-thirds of employed respondents are in retail trade or services, with large differences between races.
- Approximately 70 percent of employed black female respondents are in service related jobs with 24 percent in retail trade and finance/insurance. Sixty percent of employed white female respondents are in retail trade and finance/insurance with only 20 percent in services. The difference between black and white males is less dramatic.[9]
- One-half of employed respondents are currently at jobs they started while in high school.
- Roughly three-quarters of employed respondents found jobs through relatives, friends, or on their own with large differences among races and by sex.
- White male, black male, and white female respondents found jobs on their own two and a half times more often than black female respondents.
- Almost half of working black females found their jobs through school.
- Two-thirds of working respondents expect to stay at their jobs for more than a year.

[9]Because of the small number of Hispanics in the survey, discussions about the group are generally omitted, and the group is included in "other" for race in the appendix tables.

III. DISCUSSION

Employment rates of Boston's high school students.

The tendency for high school students to work has become increasingly prevalent. National data show over one-half of high school sophomores and seniors were working in 1980. In comparison, Boston's 1982 survey showed that less than two-fifths of students in the 9th to 11th grades were working (Table 1a).

Table 1a

EMPLOYMENT/POPULATION RATIOS OF U.S. HIGH SCHOOL STUDENTS (Spring 1980) AND BOSTON HIGH SCHOOL STUDENTS (Spring 1982) BY AGE

		Age			
	Total	16	17	18	19
Employment/Population Ratio U.S. High School Students	51.8	44.8	61.4	64.0	
Boston 9-11 Grade Students	36.5	29.7	44.8	38.8	31.8

Source: National Center for Educational Statistics: Youth Employment during High School, Spring, 1980; Boston High School Student Employment Survey, Spring, 1982.

Likewise, a comparison of the unemployment rates of sophomores in the Northeast in 1980 compared with Boston (1982) shows again that Boston's rates are over 25 percentage points higher (Table 1b).

DISCUSSION (continued)

Table 1b

UNEMPLOYMENT RATES OF U.S. YOUTH POPULATION, AGE 16-19 (August 1982), SOPHOMORE STUDENTS IN THE NORTHEAST (Spring 1980), AND BOSTON PUBLIC SCHOOL SOPHOMORE STUDENTS (Spring 1982) BY RACE

	Total	Black	White	Hispanic
U.S. Pop. Age 16-19 (1982)	24%	52%	21%	-
Sophomores Northeast (1980)	24%	51%	38%	22%
Boston (1982)	69%	76%	63%	56%

Source: Bureau of Labor Statistics Monthly Press Release, August 1982. National Center for Educational Statistics: Youth Employment during High School, Spring 1980; Boston High School Student Employment Survey, Spring, 1982.

Boston data, like national figures, show a large gap between races. The unemployment rate for Boston's black 9-11th grade students is twice that of whites, a gap similar to that shown by BLS (Bureau of Labor Statistics) data on 16-19 year olders nationwide. A comparison of Boston and national figures illustrates the growing employment problems of young people in inner cities, particularly among black and Hispanics teens.

In Boston, student employment rates among schools differed greatly. The data showed that those most likely to be working while in high school were those attending the system's prestigious and academically excellent exam high schools. The three exam schools had employment rates ranging from 40 percent to over 67 percent, in contrast to magnet and district schools which ranged from 20 percent to 40 percent. The large differences among high schools underlines the need for job-study connections in particular schools and

DISCUSSION (continued)

contradicts the frequent assumption that time spent working during high school detracts from the more important task of learning.

Employment rates of Boston's graduates.

The follow-up study of Boston Public School graduates of the Class of 1982, conducted seven months after graduation, showed that roughly one-half are enrolled in higher education, a rate similar to that for young people in inner cities across the country.[10] The graduate respondent unemployment rate in January of 1983 was 20 percent: blacks/Hispanics, 26 percent; whites, 17 percent; Asians, 0 percent.[11]

Unlike Boston high school students, the Boston graduate employment rates, compared with national rates, show Boston compares favorably. National data on the labor status of 1982 high school graduates not enrolled in college show a slightly higher unemployment rate for the population than for our Boston graduates. The national rate for blacks was almost twice as high as the Boston rate (Table 2).

TABLE 2

UNEMPLOYMENT RATES OF 1982 U.S. HIGH SCHOOL GRADUATES FROM CLASS OF 1982 WHO DID NOT ENROLL IN COLLEGE AND BOSTON PUBLIC SCHOOL CLASS OF 1982 GRADUATE SAMPLE WHO DID NOT ENROLL IN COLLEGE BY RACE

	Total	White	Black
U.S. High School Graduates Class of 1982 Not Enrolled in College	26.3	21.4	58.0
Boston Public School High School Graduate Sample Class of 1982 Not Enrolled in College	20.7	19.1	22.5

Source: U.S. Bureau of Labor Statistics Press Release, "Student Labor Force Continues to Decline," April 1983.

[10] More detailed discussion about the findings are discussed in an earlier report--Hargroves, Jeannette, Boston Public Schools: Class of 1982, A Follow-up Study, Federal Reserve Bank of Boston, October 1983.

[11] The graduate labor force included students working, those not working but looking, those going to school and working, and those going to school and looking for work.

DISCUSSION (continued)

The employment success of Boston graduates may partially reflect the growth in the New England economy as a whole. Over the past several years, Boston's unemployment rates have, in general, been lower than those of the rest of the nation. The data, however, may be misleading. Is the black youth unemployment rate low because black youth are choosing to go to school when they can't find jobs? In the follow-up survey, graduates going on to higher education only not working at the same time were not included in the graduate labor force. Boston has an abundance of educational institutions and a highly developed public education system. The survey did not ask graduates enrolled in post secondary education why they were going to school. The data show that 41 percent of whites enrolled in college were also working at the same time versus 32 percent of blacks. Going to school may for blacks and Hispanics be a stop gap, when work can not be found. More research is needed on the reasons why young people enroll in higher education.

Employment rates tell us little about the quality of jobs or how a current job relates to one's aspirations. It is troubling that over half of working graduates had the same job they had in high school. These jobs are most likely minimum wage jobs with little upward mobility. Neither study asked students already employed if they were looking for another job at the same time. We did not ask about their future plans. Consequently, we do not understand the size of the gap between where they are and where students want to be. Subsequent surveys of graduates need to provide more information about wages, quality of jobs, and student aspirations.

Youth Employment Patterns

One component of youth unemployment is the limited access to jobs. Children of unemployed parents and friends in neighborhoods with little economic development have few handles on finding work. Both surveys showed

DISCUSSION (continued)

that three-quarters of students and graduates found their jobs through friends, relatives, or on their own. In both studies, the blacks and Hispanics who where working found their jobs through school more often than whites.

In the student employment survey, 22 percent of blacks and 37 percent of Hispanics found their jobs through school compared with 15 percent of whites. In the graduate follow-up survey, white and black male and white female respondents found jobs on their own two and a half times more often than black female respondents. Almost half of working black females found their jobs through school.

In Boston, major efforts are being made to develop youth jobs with Boston's private sector. In general it is believed that students age 16-19 change jobs frequently. Employers are often reluctant to train young people whose lives are in transition. In both surveys, however, students' length of time on the job was longer than one might expect. In the student employment survey, approximately one-third of the working students had been at their present jobs for more than one year. Two-fifths had held their jobs from 3 to 12 months.

In the graduate follow-up survey, seven months after graduation, one-half of employed respondents were at jobs they had started while in high school. This lack of movement may be caused by graduates' lack of skills which limits their mobility or by a scarcity of jobs in January 1982 which caused young people to hold on to jobs longer. Regardless of the reason, the data suggest employers benefit from training high school students.

A major concern of employers today is the poor reading and writing skills of young people. In the student survey, respondents were asked what

DISCUSSION (continued)

problems they faced in keeping a job or starting a career. Very few selected "cannot read or write well," although it was the second of nine multiple choices. This sample may be biased in terms of reading levels since students with reading skills were able to fill out the questionnaire. Yet one wonders to what extent teachers' expectations differ from that of employers.

This study discusses the employment picture of high school students and graduates only. As a result, the employment rates are significantly better than for young people as a whole. In Boston, it is estimated that over 40 percent of public school students leave school prior to graduation. The 1980 census data showed that in Boston there were over 3,000 unemployed high school dropouts age 16-19. Nationally only one-half of black dropouts and two-thirds of white dropouts are counted in the labor force and large numbers of these are unemployed. Solutions to ease the inner-city school-work transition must include the many that have dropped out of the educational institution.

III. METHODS

PART A: 1982 BOSTON PUBLIC SCHOOL YOUTH EMPLOYMENT SURVEY

Subjects: The results of this study were based on a sample of 4,136 respondents, 27 percent of Boston Public Schools' 9-11th grade population over 16 (respondents under age 16 were excluded from the sample because of the age 16 work law requirement).

The racial composition of the sample was black, 46 percent; white, 31 percent; Hispanic, 11 percent; Asian, 7 percent; other, 5 percent. These percentages closely reflected that of the total school population.[12] The group was 50 percent male and 50 percent female.[13]

Procedure: This survey was conducted through a one-page questionnaire given to 9-11th grade students on two consecutive days in May, 1982. English or homeroom teachers administered the form.

Questionnaire: The survey, a multiple choice questionnaire (Appendix B), was available in English and Spanish. Subjects were asked about their current and past employment, as well as, social characteristics. Those who were working were asked where they worked, type of employer, length of time of employment, and how they had found their job. In addition, students were asked to identify the problems they faced in keeping a job or starting a career and their three top career choices.

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[12]Boston Public High School enrollment by race for June 1982 was 48 percent black; 32 percent, white; 14 percent, Hispanic; 6 percent Asian and other.

[13]Boston Public High School enrollment by sex June, 1982, was male--52 percent; female--48 percent.

METHODS (continued)

Terminology: The official Bureau of Labor Statistics (BLS) employment rate is determined by dividing the number of people with jobs by the number in the labor force. The BLS includes in the labor force only those who report taking some positive steps to seek work in the past month. Those who say they would like a job but have not looked for work are classified as "discouraged" workers and not included in the labor force.

In this survey students were asked "Are you working now?" with three choices: (1) yes, (2) no, not interested, (3) no, but looking. The questionnaire did not ask what specific steps, if any, were taken to look for work in the past month. Those who said they were not interested in working were excluded from the labor force.

Employment is defined by the BLS as those who worked one hour or more for wages or salary during the reference week.[14] In this study, youth were considered employed if they were working part-time at the time the questionnaire was administered. Only those who were working at the time of this survey were counted as employed. Youth intending to work during the summer were not counted as presently employed.

[14]The BLS also counts as employed individuals who did 15 hours or more of unpaid work in a family business or farm.

METHODS (continued)

PART B: BOSTON PUBLIC SCHOOLS CLASS OF 1982: A FOLLOW-UP SURVEY

Subjects: The subjects for this study were randomly selected from the 1982 graduating class of the Boston Public Schools. The original sample numbered 505 students, 15 percent of the 1982 class of 3,317 students. The results of this study are based on the responses of 309 graduates, 9.3 percent of the graduating class.

Procedure: A letter explaining the purpose and method of the survey was sent to each subject. The Boston Public Schools' Student Advisory Council, made up of elected student leaders from each of the high schools, and School Volunteers of Boston conducted the interviews by telephone in December 1982 and January 1983. If a subject was not living in the Boston area, the questionnaire was given to the graduate's parent or guardian. If a graduate had no phone, an abbreviated questionnaire was sent to the home.

Questionnaire: The survey was based on a multiple choice questionnaire (Appendix B) that took approximately five minutes to administer. The interviews were conducted in English or Spanish.

Subjects were asked what they were doing at the time the survey was conducted. If the subject was attending school, questions were asked about the amount of school time, type of school and school program, and when the decision to attend school was made. Working subjects were asked for information about their jobs, when they had started, how they had found their work and if they planned to stay. If subjects were looking for work, they were questioned about the amount of time they wanted to work and their job histories since graduation.

METHODS (continued)

Respondents: In this sample survey, the characteristics of the subjects differ somewhat from those of the graduates as a whole. Table 3 compares the total graduating class and the survey respondents by race, sex, and school category (examination, magnet, or district). The survey sample had a higher proportion of whites and Asians and fewer blacks and Hispanics than the total class had. The difference by race was statistically significant.

While Hispanic students accounted for 9 percent of the graduating class, respondents numbered only 4 percent (13 students). Because of this small number, Hispanic data are included in "other" for race in most sections and discussions about the group are omitted.

TABLE 3

CLASS OF 1982:
TOTAL POPULATION AND SURVEY RESPONDENTS
BY RACE, SEX, SCHOOL TYPE

	TOTAL POPULATION		SURVEY RESPONDENTS	
RACE	No.	%	No.	%
Black	1524	46	122	40
White	1178	36	140	45
Asian	242	7	29	9
Hispanic	307	9	13	4
Amer. Indian/Other	72	2	5	2
TOTAL	3317	100	309	100
SEX				
Males	1634	49	175	57
Females	1683	51	134	43
TOTAL	3317	100	309	100
SCHOOL TYPE				
Exam	641	19	76	24
Magnet	1054	32	95	31
District	1618	49	138	45
TOTAL	3313	100	309	100

METHODS (continued)

The second difference in the sample was the predominance of males, particularly white and Asian males. Although the graduating class was almost half male, the white respondents were 62 percent male, the Asian respondents 66 percent male. In contrast, the black group had a fairly equal male/female ratio. The difference by sex between the sample and population was also statistically significant.

The reasons for the male/female sample difference are hard to determine. The 14 people who refused to respond were equally divided between males and females thus dispelling the notion that females are less cooperative with telephone surveys than males. One possible explanation is that married women change their names and move, making follow-up more difficult.

One other sample difference should be noted. The sample had a larger percentage of exam school students (24 percent) than the graduating class (19 percent, Table 4). The difference, however, was not statistically significant at a .01 level of confidence.

TABLE 4

CLASS OF 1982: TOTAL POPULATION AND SURVEY RESPONDENTS BY HIGH SCHOOL

High School	Total Population No.	%	Survey Respondents No.	%
Exam				
Boston Latin Academy	103	3	18	6
Boston Latin School	283	8	36	12
Boston Technical	255	8	22	7
SUBTOTAL	641	19	76	24
Magnet				
Boston High School	111	3	8	3
Copley Square High	114	4	9	3
English High School	352	11	32	10
Madison Park High School	369	11	36	12
Mario Umana School	108	3	10	3
SUBTOTAL	1054	32	95	31
District				
Brighton High School	195	6	18	6
J. E. Burke High School	117	4	4	1
Charlestown High School	167	5	21	7
Dorchester High School	165	5	16	5
East Boston High School	197	6	22	7
Hyde Park High School	220	7	22	7
Jamaica Plain High School	201	6	11	4
South Boston High School	143	4	7	2
West Roxbury High School	213	6	16	5
Other			1	1
SUBTOTAL	1618	49	138	45
TOTAL	3313		309	

Nonrespondents: Roughly three-fifths of the randomly selected subjects completed the questionnaire. Most of the others could not be reached. Only 3 percent refused to answer. Table 5 shows the reasons for nonresponses.

METHODS (continued)

TABLE 5

REASONS FOR NONRESPONSE

	No.	%
Unable to Reach*	166	33
Refusals	14	3
Language Barrier	12	2
Not Graduates	4	1
Subtotal	196	39
Responses	309	61
TOTAL	505	100

		%
*Category includes:	moved, no forwarding address	14
	wrong number/reassigned	50
	no phone	29
	no answer	7

Nonresponse Bias: This study is based on the responses of 60 percent of the sample. In any survey, nonresponse bias is a concern. Because of the large percentage of nonrespondents in this study (40 percent), several steps were taken to address this problem.

First, to correct for the underrepresentation of blacks and Hispanics and magnet/district school students, we based the survey results on weighted computations where appropriate to reflect the racial composition and school type of the true population. Second, we attempted to determine whether students in the nonrespondent group differed from those in the respondent group in any way that would affect their ability to succeed in finding employment or going on

METHODS (continued)

to higher education. If, for example, the socio-economic level of the respondents were higher than that of the nonrespondents, the survey results on employment rates and educational status would likely be biased upward, because students in a higher socio-economic level are more likely to have better opportunities for employment and higher education. One measure of socio-economic status is whether the student's family had a phone. Twenty-five percent of nonrespondents did not have phones while only four percent of respondents were without phones. This indicates that the survey results are biased upward to some extent due to socio-economic differences between respondents and nonrespondents.

Two other indicators of future school and employment success are high school absentee rates and grade averages. A comparison of these measures for respondents and nonrespondents showed little difference (Table 6). This indicates that differences between respondents and nonrespondents are less severe than the evidence concerning socio-economic level alone suggests.

In summary, although the slightly higher socio-economic level of respondents (evident from the no phone group) causes some upward bias, the bias does not appear to be extreme.

TABLE 6

GRADE POINT AVERAGE AND DAYS ABSENT OF RESPONDENTS AND NONRESPONDENTS IN 1981-1982 SCHOOL YEAR

	Grade Point Average	Days absent, 1981-1982
Respondents	2.5	19
Nonrespondents	2.4	22

V. RESULTS

PART A: 1982 BOSTON PUBLIC SCHOOL YOUTH EMPLOYMENT SURVEY

Findings are based on the survey of Boston Public School 9-11th grade students, age 16 and over, in May 1982.

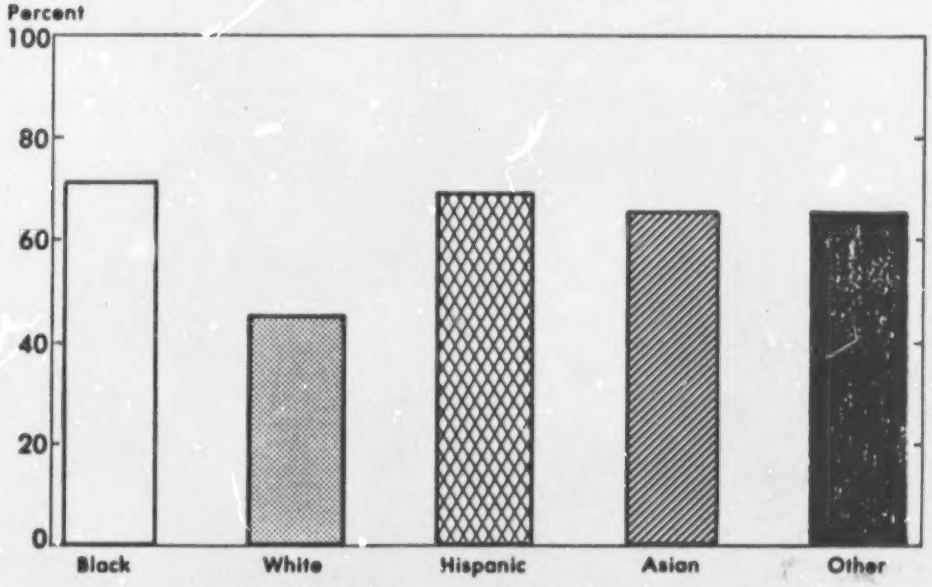
1. STUDENT UNEMPLOYMENT RATES

o CLOSE TO THREE-FIFTHS OF THE 9-11TH GRADE STUDENT RESPONDENTS WERE NOT WORKING IN MAY OF 1982.

The unemployment rate for white respondents was 45 percent, whereas 71 percent of black youth and 69 percent of Hispanic youth in the labor force found themselves jobless, roughly a 25 percentage point difference. Asian and "other" students had a slightly lower unemployment rate than other minorities (Chart 1).

Chart 1

Unemployment Rates of Students by Race, May 1982



Source: See Table A-1, Appendix

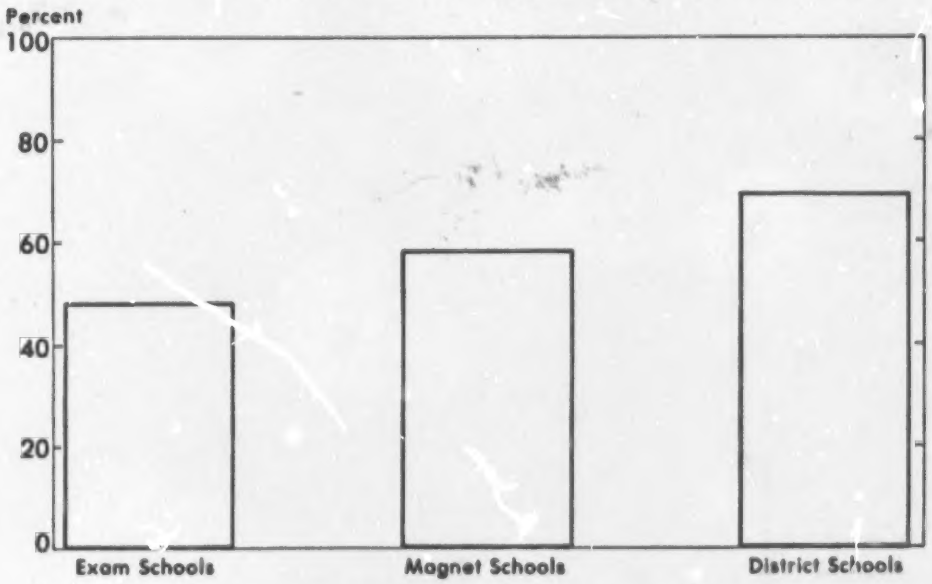
RESULTS (continued)

o THE YOUTH UNEMPLOYMENT RATE AMONG SCHOOLS RANGED FROM 32 to 80 PERCENT.

The three examination schools--Boston Latin School, Boston Latin Academy, and Boston Technical High School--had unemployment rates ranging from 33 percent to 60 percent.[15] Boston High, a work study program, had a 32 percent unemployment rate. In contrast, magnet and district schools had unemployment rates of 55 percent or above (Chart 2) with district schools slightly higher than magnet schools. Six of the nine district schools had unemployment rates over 70 percent.

Chart 2

Unemployment Rates of Students by School Type (exam, magnet, district), May 1982



Source: See Table A-2, Appendix

[15]The "exam schools" determine enrollment by examination. Boston Latin School's sample included only 11th graders. The 76 percent employment rate of Boston Latin's 11th grade was 18 percentage points higher than the employment rate of the city's 11th grade as a whole (49 percent).

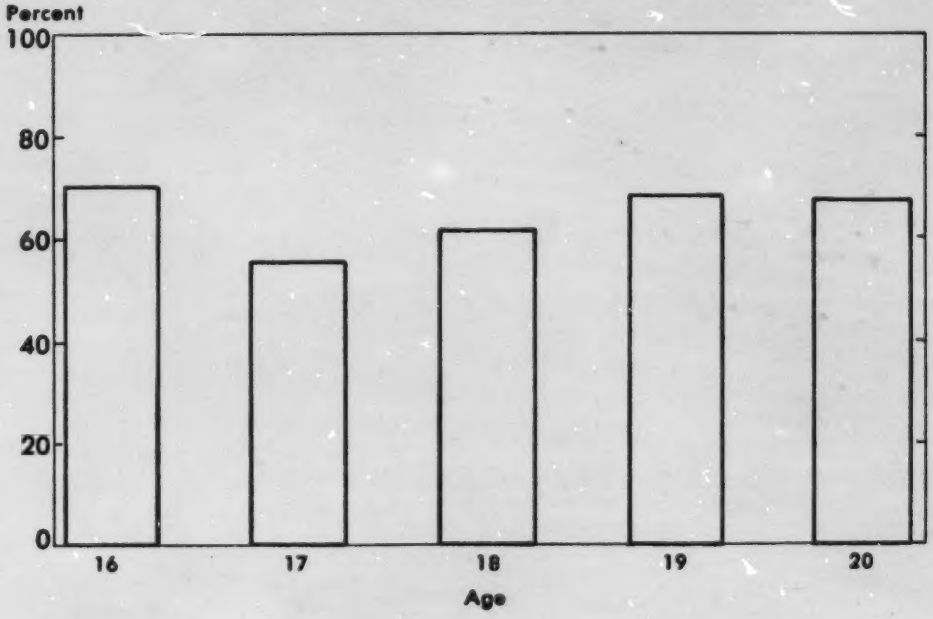
RESULTS (continued)

o STUDENTS AGE 18 AND OVER HAD HIGHER UNEMPLOYMENT RATES THAN STUDENTS 16 AND 17.

As one might expect, the unemployment rate for 17 year olds was lower than for students, age 16 (Chart 3). The unemployment rate for 18 year olds, however, was higher than that of 17 year olds, and continued to rise for students age 19 and 20. Most employment research shows that employment increases with age. The higher joblessness of older in-school young people in this study needs further research.

Chart 3

Unemployment Rates of Students by Age, May 1982



Source: See Table A-3, Appendix

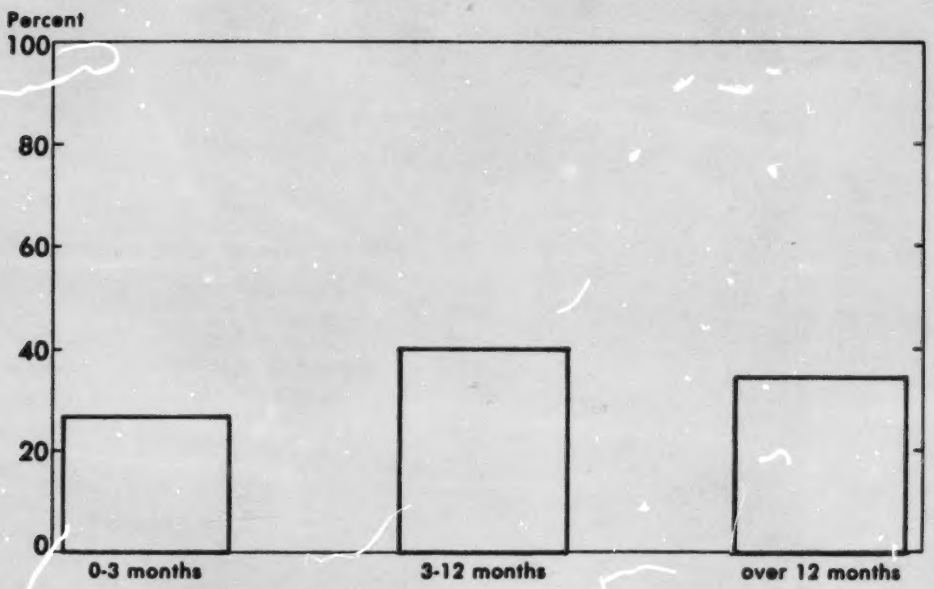
2. STUDENT EMPLOYMENT PATTERNS

o THREE-QUARTERS OF WORKING STUDENTS HELD THEIR PRESENT JOBS FOR MORE THAN THREE MONTHS.

One-third of employed students worked for more than one year; 40 percent held their present jobs for 3 to 12 months (Chart 4). The remaining quarter were working for three months or less. The questionnaire's timing in May influenced the data to some extent, because by May students with school-related jobs had worked eight months. The data show, however, that the majority of working teenagers stay with their jobs for more than a few months.

Chart 4

Length of Present Employment of Students



Source: See Table A-4, Appendix

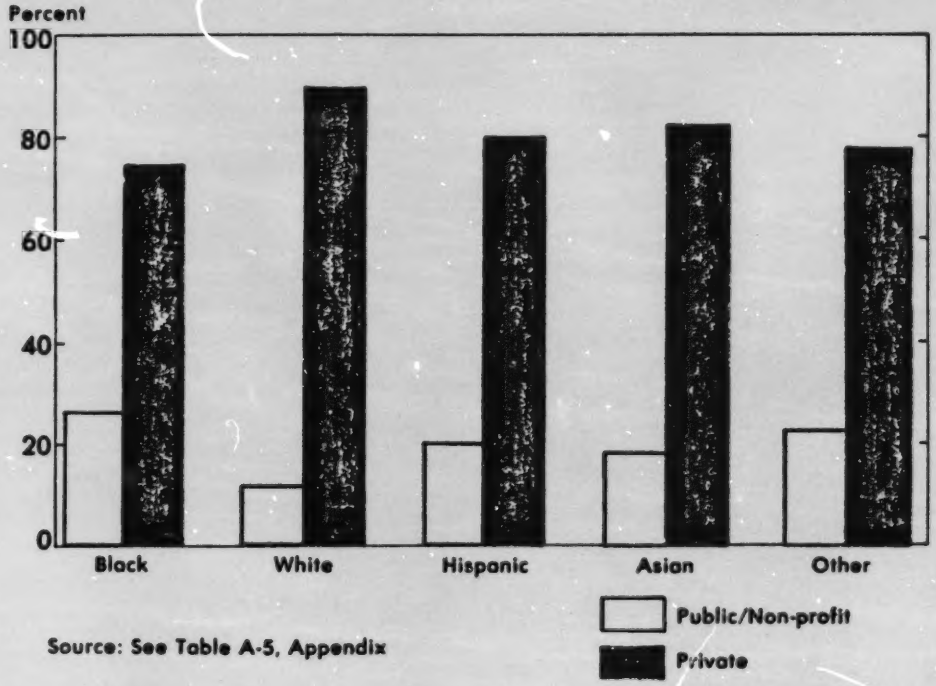
RESULTS (continued)

o MORE THAN FOUR-FIFTHS OF WORKING STUDENTS WERE EMPLOYED IN THE PRIVATE SECTOR VERSUS PUBLIC OR NON-PROFIT INSTITUTIONS.

Employed blacks and Hispanics were less likely than whites to be working in private industry. Of those youth working in May 1982, 89 percent of employed white youth were working in private industry, compared with 74 percent of black youth, 80 percent of Hispanic youth, and 82 percent of Asian young people.

Chart 5

Employment of Students
in Private or Public/Non-profit Sectors by Race



Source: See Table A-5, Appendix

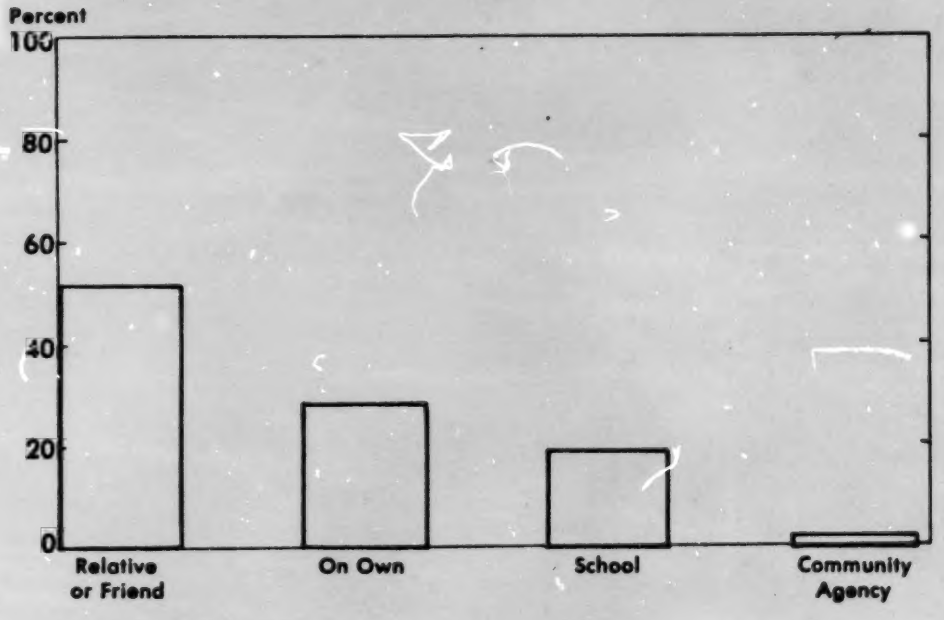
RESULTS (continued)

o THREE-QUARTERS OF WORKING STUDENTS FOUND THEIR PRESENT JOBS THROUGH FRIENDS, RELATIVES, OR ON THEIR OWN.

The data show over three-quarters of working students found their present jobs through friends, relatives, or on their own. Less than one-fifth found jobs through their school. Community agencies were a source of jobs for only two percent of the students.

Chart 6

Source of Present Job of Students



Source: See Table A-6, Appendix

RESULTS (continued)

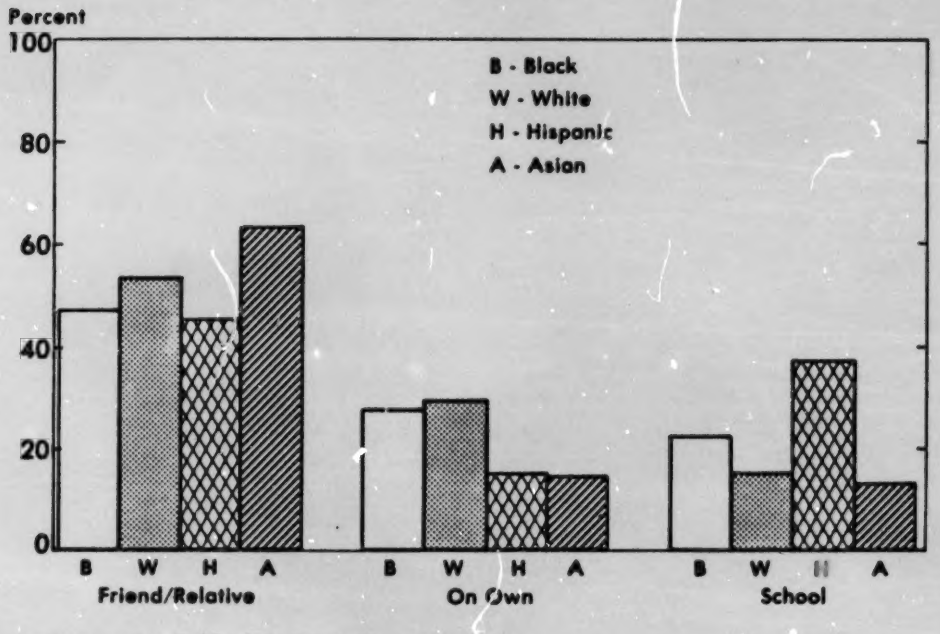
o BLACK AND HISPANIC STUDENTS FIND JOBS THROUGH SCHOOL MORE OFTEN THAN WHITES.

Only 15 percent of whites found jobs through school, compared with 22 percent of blacks and 37 percent of Hispanics. Asian students, however, were an exception; only 13 percent of their jobs resulted from school contacts.

The friends and relatives network were the source of jobs for the majority of Asian and white students. In contrast, black and Hispanic youth found less than half of their jobs through friends and relatives.

Chart 7

Source of Present Job of Students by Race



Source: See Table A-6, Appendix

3. STUDENTS' PERCEPTIONS ABOUT WORK OBSTACLES

o CLOSE TO HALF OF STUDENTS VIEWED FINDING OUT ABOUT JOBS AND NOT KNOWING WHAT THEY WANT TO DO AS MAJOR OBSTACLES TO EMPLOYMENT.

Students were asked, "What problems do you face in keeping a job or starting a career?" Nine "problems" were presented on the form, with the instruction, "Check as many as you'd like." Almost all of the students selected more than one.

The two major obstacles to employment, "have trouble finding out about jobs" and "don't know what I want to do" were each selected by over 1,000 students, close to half of the respondents (Table 7). One-quarter of the students selected "don't know what kind of work I can do" or "don't think there are any jobs out there." These four choices pertain primarily to career self assessment and information. In contrast, less than 15 percent of the students picked obstacles such as poor basic skills or school attendance, lack of knowledge about filling out applications, and trouble meeting work requirements such as punctuality and dress codes.

TABLE 7

BPS STUDENT RESPONSES TO
EMPLOYMENT OBSTACLES

Obstacles	No.	% of Respondents (2,476)
Have trouble finding out about jobs	1,141	46
Do not know what I want to do	1,080	44
Do not know what kind of work I can do	611	25
Do not think there are any jobs out there	593	24
Do not know how to interview well	384	16
Have a poor school attendance	357	14
Cannot read or write well	169	7
Do not know how to apply and fill out applications	141	6
Have trouble meeting work codes such as dress, appearance, and time clocks.	90	4
TOTAL NUMBER OF RESPONSES	4,466*	

*Percent column sums to over 100 percent because some students selected more than one item.

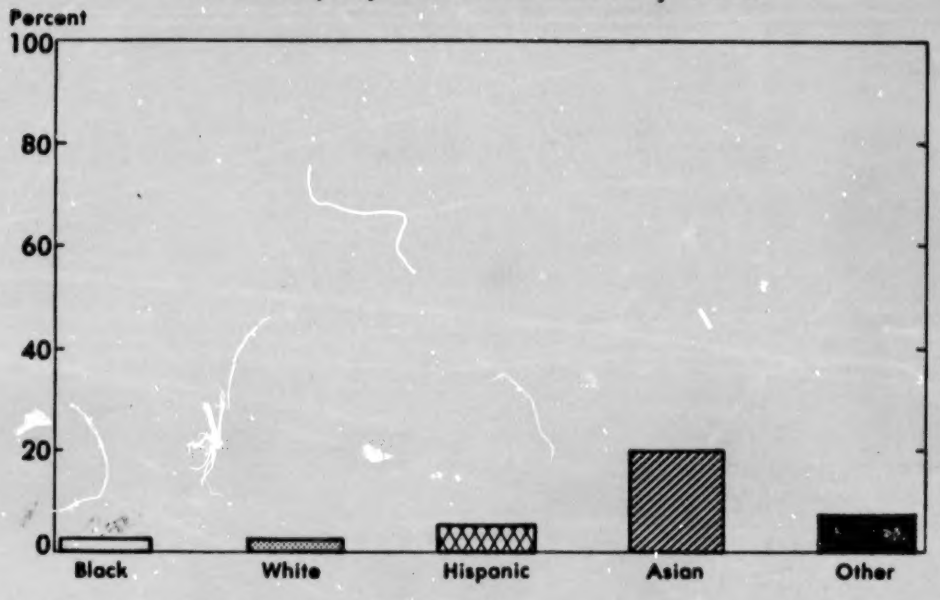
The survey format for responses to this question was ordered so that "poor school attendance" and "cannot read or write well" were first and second on the form. Few students in this sample, however, checked attendance and basic skills as obstacles to employment. This sample may be biased in terms of reading levels since students with reading skills were able to fill out the questionnaire. Yet students' lack of concern does not match with that of employers, who in survey after survey report students' basic reading, writing and math skills fall far below expected levels.

Only 169 students (7 percent of respondents) saw their poor reading and writing skills as obstacles to employment. Although the number was small, the

data show that the concerns of these students were real, over half of this group had English as a second language (Chart 8). Of the 4,136 students in the sample, 20 percent of Asian students--5 percent of Hispanics, and 6 percent "other"--expressed concern, as compared with 2 percent of white and black youth.

Chart 8

Students Who Perceive Basic Skills as Employment Obstacle by Race



Source: See Table A-7, Appendix

RESULTS (continued)

PART B: BOSTON PUBLIC SCHOOLS: CLASS OF 1982, A FOLLOW-UP SURVEY

Findings on Boston Public Schools' class of 1982 are based on a telephone survey of approximately 10 percent of graduates seven months after graduation.

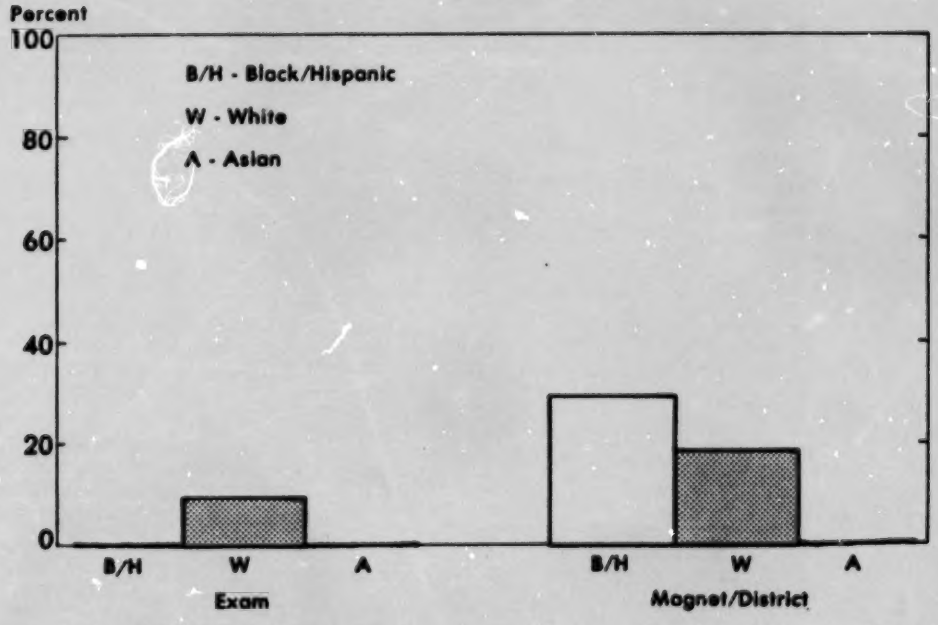
1. GRADUATE UNEMPLOYMENT RATES

o THE UNEMPLOYMENT RATE OF GRADUATE RESPONDENTS WAS 20 PERCENT; DIFFERENCES EXISTED AMONG RACES AND EXAM AND MAGNET/DISTRICT SCHOOLS.[16]

Blacks and Hispanics had a 26 percent unemployment rate; whites, 17 percent; and Asians, 0 percent. Large differences existed among schools (Chart 9). The unemployment rate for exam school graduates was 5 percent; with little difference among races. The unemployment rate for magnet/district graduates was 24 percent: 29 percent for blacks/Hispanics, 19 percent for whites, and 0 percent for Asians.

Chart 9

Unemployment Rates of 1982 Graduates by Race and High School Type



Source: See Tabe A-8, Appendix

[16]The unemployment rate for graduates is calculated as the number who were not working but looking for work divided by the number of people in the labor force. The labor force includes those who were working and those looking for work. It does not include the graduates who were going to school only, in the military, unable to work, or those in special programs.

RESULTS (continued)

o ONE-THIRD OF RESPONDENTS IN HIGHER EDUCATION WERE STUDYING AND WORKING AT THE SAME TIME.

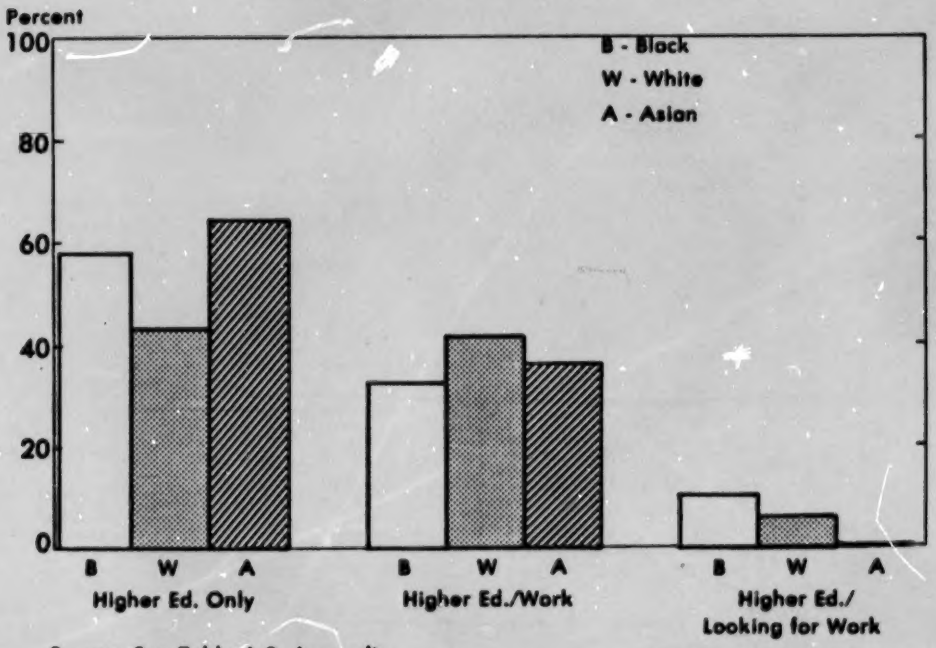
Of those at school, 36 percent were working while going to school, and 8 percent were looking for work while enrolled in school. The remaining were attending school only (Table A-9, Appendix).

o ASIAN AND WHITE RESPONDENTS GOING TO SCHOOL HAD PART-TIME JOBS MORE OFTEN THAN BLACKS.

Among those attending school, 41 percent of whites and 36 percent of Asians were working, whereas less than one-third of blacks attending school simultaneously had jobs (Chart 10). This difference can most likely be attributed to the problem of minorities finding employment.

Chart 10

Work Status of 1982 Graduates Enrolled in Higher Education by Race



Source: See Table A-9, Appendix

RESULTS (continued)

2. GRADUATE EMPLOYMENT PATTERNS

o OVER TWO-THIRDS OF EMPLOYED RESPONDENTS WERE IN RETAIL TRADE AND SERVICES.

Approximately one-third of graduate workers were in retail trade (for example, stores and eating places). Over two-fifths worked in services (for example, hospitals, hotels, and private households). The remaining were employed largely in finance/insurance, transportation, and manufacturing/trade. A very small number were in government (Table A-10, Appendix).

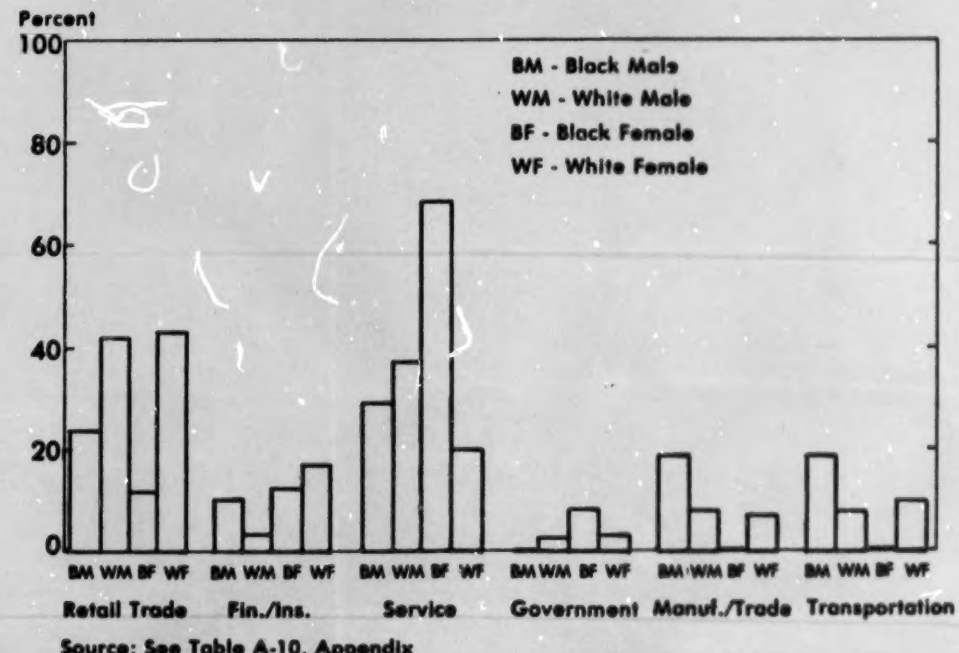
---

o WHERE RESPONDENTS WORKED DIFFERED BETWEEN RACES, PARTICULARLY BETWEEN BLACK AND WHITE FEMALES.

Close to 70 percent of black female workers were in service jobs, with 24 percent in retail trade and finance/insurance. In contrast, 60 percent of white women workers were in retail trade and finance/insurance, with only one-fifth in services (Chart 11).

Chart 11

Type of Work by Race and Sex of 1982 Graduates



Source: See Table A-10, Appendix

RESULTS (continued)

The difference between white and black males was less dramatic. In retailing, the proportion of white males was almost twice that of black males and in the service area, white males had a slightly larger proportion of jobs. In finance/insurance, manufacturing/trade, and transportation they had a smaller percentage of jobs than black males.

A comparison of white males and white females showed that about equal percentages worked in retail trade, and a higher percentage of females worked in finance/insurance while the opposite was true of services.

A comparison of black males and females showed that a smaller proportion of black females were employed in retail trade and a larger proportion were employed in services, finance/insurance, and government.

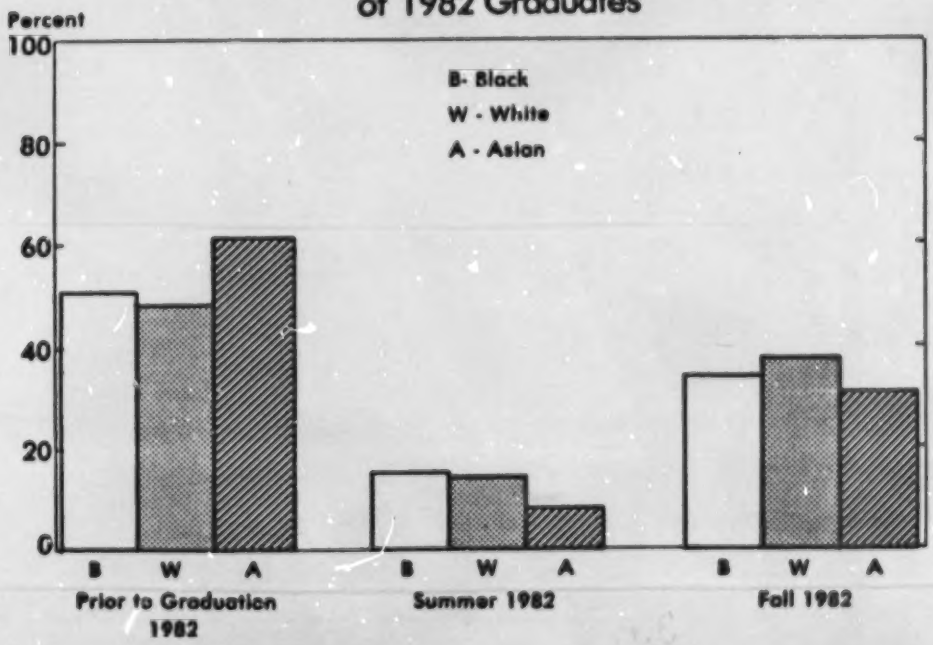
---

o ONE-HALF OF WORKING RESPONDENTS WERE AT JOBS THEY STARTED WHILE IN HIGH SCHOOL.

Roughly half of working respondents, both graduates working while going to school and those working only, were working at their high school jobs. There was little difference among races (Chart 12).

Chart 12

Time of Starting Present Job by Race of 1982 Graduates



Source: See Table A-11, Appendix

o THREE-QUARTERS OF WORKING RESPONDENTS FOUND JOBS THROUGH FRIENDS AND RELATIVES OR ON THEIR OWN.

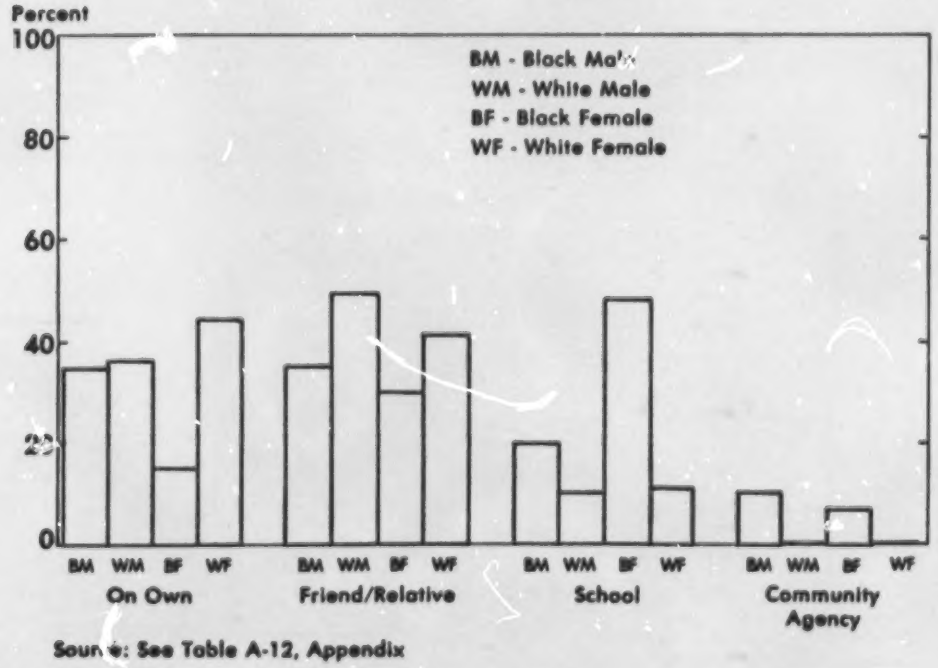
Almost two-fifths of the sample of working graduates found their jobs through relatives or friends. Almost one-third found their jobs on their own and over one-fifth relied on school. Whites and Asians relied more heavily on friends and relatives for getting a job than did blacks (Table A-12, Appendix).

o HOW FEMALES FIND JOBS VARIED BETWEEN RACES.

In getting jobs on their own, white female workers were most successful (44 percent), and black and white males were roughly equal (35 percent). In contrast, the black female graduates found jobs on their own much less frequently (15 percent). Almost half of black female workers found their jobs through school, compared with 20 percent of black males and 10 percent of white males and females (Chart 13).

Chart 13

Source of Present Job by Race and Sex of 1982 Graduates



Source: See Table A-12, Appendix

APPENDIX A

TABLE A-1
EMPLOYMENT RATES OF BOSTON PUBLIC SCHOOL
9-11TH GRADE STUDENT RESPONDENTS
BY RACE, MAY 1982

	Employed		Unemployed		Total in Labor Force
	No.	%	No.	%	No.
Black	526	29	1,315	71	1,841
White	681	55	554	45	1,235
Hispanic	131	31	291	69	422
Asian	104	35	191	65	295
Other	66	35	121	65	187
TOTAL	1,508	38	2,472	62	3,980

TABLE A-?

1982 EMPLOYMENT RATES OF BOSTON PUBLIC SCHOOL
9-11TH GRADE STUDENT RESPONDENTS BY HIGH SCHOOL,
MAY 1982

High Schools	Employment No.	Employment %	Unemployment No.	Unemployment %
Exam				
Boston Latin Academy	129	51	125	49
Boston Latin School	134	67	65	33
Boston Technical High	98	40	146	60
SUBTOTAL	361	52	336	48
Magnet				
Boston High	227	68	109	32
Copley Square High	41	36	72	64
English High	60	29	150	71
Madison High	128	30	295	70
Mario Umana High	67	40	99	60
SUBTOTAL	523	42	725	58
District				
Brighton High	63	27	169	73
Jeremiah E. Burke High	28	30	64	70
Charlestown High	45	22	156	78
Dorchester High	39	21	150	79
East Boston High	108	45	130	55
Hyde Park High	76	29	186	71
Jamaica Plain High	58	23	192	77
South Boston High	94	33	187	67
West Roxbury High	113	39	177	61
SUBTOTAL	624	31	1,411	69
CITYWIDE TOTAL	1,508	38	2,472	62

TABLE A-3

Unemployment rates of Boston Public School 9-11th grade Students by Age, May 1982

Age	No.	%
16	1403	70
17	865	55
18	257	61
19	60	68
20	23	68
21	9	64
22	10	77
25	1	100

TABLE A-4

LENGTH OF PRESENT EMPLOYMENT
OF BOSTON PUBLIC SCHOOL STUDENTS

Months	No.	%
0 - 3	384	26
3 - 12	580	40
Over 12	505	34
No Response	39	
TOTAL	1,508	

TABLE A-5

EMPLOYMENT IN PUBLIC/NON-PROFIT
AND PRIVATE INSTITUTIONS
OF BOSTON PUBLIC SCHOOL STUDENTS BY RACE

	Public/Non Profit		Private Industry		
	No.	%	No.	%	
Black	132	26	373	74	
White	73	11	595	89	
Hispanic	26	20	103	80	
Asian	18	18	84	82	
Other	14	22	49	78	
TOTAL	263	18	1,204	82	= 1,467*

*No Response-41 = 1,508

TABLE A-6

SOURCE OF PRESENT JOB
OF BOSTON PUBLIC SCHOOL STUDENTS BY RACE

	TOTAL		Black		White		Hispanic		Asian		Other	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Friend	417	28	126	25	206	31	22	17	40	39	23	38
Own Initiative	381	26	136	27	194	29	19	15	15	14	17	28
Relative	334	23	114	23	150	22	35	27	25	24	10	16
School	287	19	113	22	104	15	47	37	13	13	10	16
Community agency	29	2	10	2	8	1	3	2	7	7	1	2
Newspaper	27	2	7	1	15	2	2	2	3	3	0	--
SUBTOTAL	1,475		506		677		123		103		61	
No Response	33											
TOTAL	1,508											

TABLE A-7

BOSTON PUBLIC SCHOOL STUDENTS WHO PERCEIVE BASIC SKILLS AS EMPLOYMENT OBSTACLE BY RACE

Race	No.	%	% of Sample's Population by Race
Black	40	24	2.1
White	31	18	2.3
Hispanic	24	14	5.4
Asian	61	36	19.8
Other	13	8	6.5
TOTAL	169		

TABLE A-8

EMPLOYMENT/UNEMPLOYMENT RATES OF BOSTON PUBLIC SCHOOLS: CLASS OF 1982 RESPONDENTS IN JAN. 1983 BY RACE AND HIGH SCHOOL TYPE

	Total			Black/Hispanic			White			Asian		
	No.	%	W_{rs} %	No.	%	W_s %	No.	%	W_s %	No.	%	W_s %
EMPLOYED												
Exam	33	94	95	7	100	-	21	91	-	5	100	-
Magnet/District	106	78	76	48	70	-	50	81	-	8	100	-
TOTAL	139	80	80	55	73	74	71	84	83	13	100	100
UNEMPLOYED												
Exam	2	6	5	0	0	-	2	9	-	0	0	-
Magnet/District	32	23	24	20	29	-	12	19	-	0	0	-
TOTAL	34	20	20	20	27	26	14	16	17	0	0	-

W_{rs} - Weighted by race and school type (exam, magnet, and district).
W_s - Weighted by school type only.

TABLE A-9

WORK STATUS OF BOSTON PUBLIC SCHOOL CLASS OF 1982
RESPONDENTS IN HIGHER EDUCATION BY RACE

	Total			Black		White		Asian		Hispanic/Other	
	No.	%	W%	No.	%	No.	%	No.	%	No.	%
Educ. only	96	56		34	58	43	53	16	64	3	50
Educ. & Work	62	36		19	32	33	41	9	36	1	17
Educ.--Looking for Work	13	8		6	10	5	6	0	-	2	33
TOTAL	171	100		59	100	81	100	25	100	6	100

TABLE A-10

TYPE OF WORK OF BOSTON PUBLIC SCHOOLS: CLASS OF 1982
EMPLOYED RESPONDENTS BY RACE AND SEX

Industrial Type of Work Site	Total			Male						Female					
				Black		White		Other		Black		White		Other	
	No.	%	W%*	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Retail	42	33	31	5	24	16	42	3	38	3	12	13	43	2	40
Finance/ Insurance	12	9	9	2	10	1	3	1	12	3	12	5	17	-	-
Service	48	38	41	6	29	14	37	3	38	17	68	6	20	2	40
Government	4	3	3	-	-	1	2	-	-	2	8	1	3	-	-
Manufacturing/ Trade	11	9	8	4	19	3	8	1	12	-	-	2	7	1	20
Transportation	10	8	8	4	19	3	8	-	-	-	-	3	10	-	-
TOTAL	127	100	100	21	100	38	100	8	100	25	100	30	100	5	100

* Weighted by race.

TABLE A-11

TIME OF PRESENT JOB START OF BOSTON PUBLIC SCHOOLS: CLASS OF 1982
EMPLOYED RESPONDENTS BY RACE

	Total			Black		White		Asian		Hispanic/Other	
	No.	%	W%*	No.	%	No.	%	No.	%	No.	%
Prior to 1982 Graduation	66	50	50	24	51	31	48	8	61	3	44
Summer, 1982	19	15	16	7	15	9	14	1	8	2	28
Fall, 1982	46	35	34	16	34	24	38	4	31	2	28
Total	131	100	100	47	100	64	100	13	100	7	100

*Weighted by race.

TABLE A-12

SOURCE OF PRESENT JOB OF BOSTON PUBLIC SCHOOLS: CLASS OF 1982
EMPLOYED RESPONDENTS BY RACE AND SEX

	Total			Black						White						Asian		Hispanic/Other	
				Total		Male		Female		Total		Male		Female		Total		Total	
	No.	%	W%*	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
On Own	43	33	31	11	23	7	35	4	15	26	39	14	36	12	44	4	33	2	33
Relative or Friend	55	42	39	15	32	7	35	8	30	30	45	19	49	11	41	8	67	2	33
School	26	20	24	17	36	4	20	13	48	7	11	4	10	3	11	0	-	2	34
Community Agency	4	3	4	4	9	2	10	2	7	0	-	0	-	0	-	0	-	0	-
Other	3	2	2	0	-	0	-	0	-	3	5	2	5	1	4	0	-	-	-
Total	131	100	100	47	100	20	100	27	100	66	100	39	100	27	100	12	100	6	100

*Weighted by race.

APPENDIX B

APPENDIX B

QUESTIONNAIRE I (for students)

BOSTON PUBLIC SCHOOL
1982 GRADUATE SURVEY

Interviewer's Name: _____
Date: _____
Result: (please check)
No Answer: _____
Not Home: _____
Will Return: _____ Time: _____
Away at College (no response): _____
Away at College (Guardian response): _____
Refused: _____
Wrong Number: _____
Disconnected: _____
Interview Completed: _____
Interview Partially Completed: _____

Hello. May I speak with (NAME OF GRADUATE)?

This is (INTERVIEWER'S NAME) at the Boston Public School Department. We are conducting a survey of the present status of the 1982 class. We would like to collect information on what you are doing now in order to improve the educational and employment opportunities of future graduates. His/her telephone number was drawn from a random sample of the entire 1982 class.

Last week a letter was sent to you briefly explaining the survey.

1. Did you receive it?

YES. 1
NO 2
DON'T KNOW 3

If NO: (I am sorry it did not reach you. It was a letter to let people know we would be contacting them.)

The questions should only take about five minutes. If you have any questions about the survey at any time during our conversation, please feel free to ask.

2. What are you doing now? Are you: going to school, working, looking for work, unable to work, keeping house, or something else?

GOING TO SCHOOL (go to page 2) 1
WORKING (go to page 3) 2
LOOKING FOR WORK (go to page 4) 3
UNABLE TO WORK (go to page 5) 4
KEEPING HOUSE (go to page 5) 5
MILITARY (INTERVIEW TERMINATED). 6
OTHER _____ . . 7
(USE LAST PAGE FOR COMMENTS)

GOING TO SCHOOL

3. Did you attend school last week part-time or full-time?

FULL-TIME	1
PART-TIME	2
OTHER _____	3

4. What is the name of your school?

_____

5. In what city and state is that?

_____

6. What kind of school do you attend? Do you attend a one year (or less) training program, a two year Junior/Community college or a four year college or university?

ONE YEAR (OR LESS) TRAINING PROGRAM	1
TWO YEAR JUNIOR/COMMUNITY COLLEGE	2
FOUR YEAR COLLEGE OR UNIVERSITY	3
OTHER _____	4

7. What type of program are you enrolled in? Are you taking a trade, vocational, business, liberal arts or other type of program?

TRADE	1
VOCATIONAL	2
BUSINESS	3
LIBERAL ARTS	4
OTHER _____	5

8. When did you decide to enroll? Did you decide before graduation, during the summer, or this fall?

BEFORE GRADUATION	1
DURING THE SUMMER	2
THIS FALL	3
DON'T KNOW	4

WORKING

9. Did you work at all last week?

YES 1
NO . (GO TO PAGE 4). 2
REFUSAL 3

10. Where did you work?

_____

11. What kind of business or industry? (IF RESPONDENT HESITATES: For example did you work in health, banking, insurance, retail, real estate, food service, or something else? _____

12. Would you briefly describe your duties:

_____

_____

13. Are you planning to stay at this job for more than a year?

YES 1
NO 2

14. When did you start this job? Did you begin during high school, this summer, or this fall?

DURING HIGH SCHOOL 1
THIS SUMMER 2
THIS FALL 3
REFUSAL 4

15. How did you find this job? Did you find this job on your own, through a friend, relative, school, community agency or someone else?

ON YOUR OWN 1
FRIEND, NEIGHBOR 2
RELATIVE, PARENT 3
SCHOOL 4
COMMUNITY AGENCY 5
OTHER 7
REFUSAL 8

16. Since graduation, have you worked at any other job?

YES. 1
NO 2

LOOKING FOR WORK

17. Have you been looking for work during the past four weeks?

YES 1
NO (GO TO Q. 20) 2

18. What have you been doing in the last 4 weeks to find work? Have you checked with a public employment agency, friends, relatives, looked on your own, something else or nothing?

PUBLIC EMPLOYMENT AGENCY 1
FRIENDS/NEIGHBORS 2
RELATIVES 3
LOOKED ON YOUR OWN 4
NOTHING 5
OTHER _____ 6

19. Do you want full-time or part-time work?

FULL-TIME 1
PART-TIME 2

20. Since graduation, have you held a job?

YES 1
NO 2

IF YES:

Did you hold this job for less than a month, 1-3 months, 3-6 months?

LESS THAN A MONTH 1
1-3 MONTHS 2
3-6 MONTHS 3

(CONTINUE IF NOT LOOKING FOR WORK)

21. What are the reasons you are not looking for work? Are you not looking for work because of family responsibilities, believe no work available, can't find a job, not interested in working or something else?

FAMILY RESPONSIBILITIES 1
BELIEVE NO WORK AVAILABLE 2
CAN'T FIND A JOB 3
NOT INTERESTED IN WORKING 4
IN SCHOOL OR OTHER TRAINING 5
OTHER 6
DON'T KNOW 7
REFUSAL 8

UNABLE TO WORK OR KEEPING HOUSE

22. What are the reasons you are unable to work? Are you not looking for work because of family responsibilities, no work available, can't find a job, not interested in working or something else?

FAMILY RESPONSIBILITIES	1
BELIEVE NO WORK AVAILABLE	2
CAN'T FIND A JOB	3
NOT INTERESTED IN WORKING	4
IN SCHOOL OR OTHER TRAINING	5
OTHER	6
DON'T KNOW	7
REFUSAL	8

Appendix B.

BOSTON PUBLIC SCHOOLS STUDENT EMPLOYMENT SURVEY

School _____

Home Neighborhood _____

Circle the number(s) or write in the answer where appropriate:

I. GENERAL INFORMATION

a) Age — Years _____

b) Sex — Male . . . . . 1; Female 2

c) Race — Black . . . . . 1; White . . . . . 2; Hispanic . . . . 3; Oriental . . . . 4; Other 5

d) Grade — 9th . . . . . 1; 10th . . . . . 2; 11th 3; 12th 4

e) School Program — General . . . . . 1; Business . . . . 2; Academic . . . . 3; HHORC . . . . . 4; Vocational . . . 5; Bilingual . . . 6

f) Have you ever had a job through: YETP (CETA) . . 1; YES . . . . . 2; Boston High . . . 3; Boston Summer Jobs Program . 4; Work Study . . . 5

g) Do you intend to graduate? Yes . . . . . 1; No 2

h) Are you working now?
Yes 1
No, not interested 2
No, but looking 3

II. EMPLOYMENT QUESTIONS

a) Where do you work now? _____ Name of Company

_____ Address

b) What do you do there? _____

c) Type of Employer — Public . . . . . 1; Private . . . . . 2; Don't know 3

d) When do you work? — After school . . . 1; Evenings . . . . . 2; Weekends 3

e) How long have you worked at your present job? — Less than 3 months . 1; 3-12 months . . . 2; 1 year or more . . 3

f) How did you find your present job? — Friend . . . . . 1; Relative . . . . . 2; School . . . . . 3; Community Agency . 4; Newspaper . . . . 5; On your own . . . 6

g) Is this job your: — 1st . . . . . 1; 2nd 2; 3rd 3

(Continue to Section IV)

(If working, fill out Sections II, IV).
(If not working, fill out Sections III, IV).

III. QUESTIONS IF NOT WORKING

a) I'm not working now, but have had a job: Yes . . . 1; No . . . 2

b) Where and for how long? _____

IV. CAREER INFORMATION

a) What problems do you face in keeping a job or starting a career? (check as many as you'd like)

_____ I have a poor school attendance record.
_____ I cannot read or write well.
_____ I do not know what kind of work I can do.
_____ I do not know what I want to do.
_____ I have trouble finding out about jobs.
_____ I do not know how to apply and fill out applications.
_____ I have trouble meeting work codes such as dress, appearance, and time clocks.
_____ I do not know how to interview well.
_____ I don't think there are any jobs out there.

b) Select the three careers you are most interested in from the list on the back of the form, and place the career number in the blanks below.

1st choice ____ 2nd choice ____ 3rd choice ____

Name (Optional) _____

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SKILLED TRADES

1. Air conditioning/Refrigeration
2. Auto mechanics/Service
3. Aviation Mechanics
4. Home Economics
5. Butcher
6. Cabinetmaking/Woodworking
7. Carpentry
8. Heavy Construction
9. Dressmaking/Tailoring
10. Electrician
11. Electronics/Radio-TV Repair
12. Hair Styling/Barber/Cosmetology
13. Machinist/Tool & Diemaker
14. Masonry
15. Painting (House)
16. Plumbing
17. Sheetmetal Worker
18. Welding
19. Upholstering
20. Surveying

BUSINESS AND COMMERCE

21. Accounting
22. Advertising/Public Relations
23. Banking/Bookkeeping
24. Hotel/Motel Management
25. Insurance
26. Management/Business
27. Production/Manufacturing
28. Personnel Administration
29. Purchasing/Marketing/Sales
30. Real Estate
31. Restaurant Management
32. Sales-Retail
33. Secreterial/Stenography
34. Stockbroker/Investments
35. Transportation
36. Travel Agent

HEALTH SERVICES

37. Dietitian
38. Dental Technician
39. Dentistry
40. Hospital Administration
41. Medicine/Physician
42. Medical Technician/X-Ray
43. Nursing
44. Pharmacy
45. Psychology/Psychiatry
46. Physical Therapist
47. Veterinary Medicine

DATA PROCESSING

49. Keypunch, data entry operator
50. Instrument Technician
51. Computer Operator
52. Computer Programmer
53. Data Base analyst

ARTS & COMMUNICATION

54. Broadcasting/Radio/TV
55. Dramatics/Theater
56. Fashion Design
57. Interior Decoration
58. Jewelry/Gemology
59. Journalism/Writer
60. Modeling/Fashion
61. Music
62. Painting/Drawing
63. Sculpture
64. Commercial Art
65. Audiovisual
66. Communications/Telephone
67. Drafting/Mechanical Drawing
68. Photography
69. Printing/Graphic Arts

PUBLIC & SOCIAL SERVICE

70. Religion/Religious Ed.
71. Fire/Rescue Service
72. Governmental Service
73. Law
74. Librarian
75. Military/Armed Forces
76. Police/Law Enforcement
77. Social Worker
78. Teaching/School Admin.
79. Youth Leadership/Service
80. Recreation Work
81. Child Care
82. Community Service
83. Urban Planner

SCIENCE & ENGINEERING

84. Architecture
85. Astronomy
86. Biology/Biochemistry
87. Chemistry/Research
88. Environmental Science
89. Engineering
90. Geology
91. Mathematics/Statistics
92. Meteorology
93. Oceanography
94. Marine Biology
95. Physics
96. Zoology
97. Botany
98. Ecology

OTHER

99. Aviation/Hostess
100. Aviation/Pilot
101. Farming/Agriculture
102. Florist/Horticulture
103. Forestry/Conservation
104. Landscaping/Gardening

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